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To the Graduate Program:

This project, entitled “Enhancing English language learners listening and speaking skills using technology” and written by Joaquin Alonso Mejia Lopez is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

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Michelle Plaisance, Advisor

We have review this
Project and recommend
its acceptance

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ENHANCING ENGLISH LANGUAGE LEARNERS LISTENING AND SPEAKING SKILLS USING TECHNOLOGY

Presented to
The Graduated Program of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

By

Joaquin Alonso Mejia Lopez

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Advisor: Dr. Michelle Plaisance

Abstract

Listening and speaking are considered as the most frequently used language skills in any communication. They are difficult for second language learners and sometimes causes anxiety and frustration when trying to listen native speakers or when communicating a message. We can improve our skills with the use of technology. There are many diverse technologies, application, and software available to use in classroom or anywhere, but considering what to use and how to implement these tools can be time consuming and overwhelming to teachers or students. Using technology and applications is often very simple and involves little knowledge using the right tools and internet skills. The project involves a review of the multimedia applications which are free, easy to use, and need few technology skills. Multimedia is easy to use and to implement in a classroom or home include animation, slideshows, blogging, messaging, podcasting and videos. Technology can be an effective method of creating authentic and dynamic learning.

Dedication

I would like to thank my wife for her support and patience through the years of work and stress caused by the pandemic Covid-19. To my baby Alisson, God and my super special spirit guide who support me and show me the path to a successful end.

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Joaquin Mejia

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Chapter One: Introduction

As a teacher for the past eighteen years I have seen, that most of my English language learners struggle the most with listening and speaking, and these are the most used New language skills. Students want to learn in an easy and fast way that they enjoy. They do not want get bored during the learning process, also most of my students asked for things that they can do in their spare time as some of my students do not have time to even be in a classroom because of their work obligations.

I am currently working at Weldon School District in North Carolina, I am the Spanish foreign language teacher, and when it comes to learning a foreign language, there is no difference between learning English, Spanish, French or any other language. It is the same process the same way; what is different is when talking about grammar, teachers have to teach the four skills, listening, speaking, reading and writing and we know that listening and speaking are the common skills that need most of the attention and we have to emphasize exercises, and activities when we use these two skills.

Based on these observations and the need for students to be able to reinforce and practice in an informal way that can help them. The goal of this work is to provide learners with good material and information that they can get, when surfing the web and using social media, to learn English. Recently most people have or can use a computer, a laptop, a tablet or just a smartphone to access the web, where there is helpful information to learn, with a little knowledge in computers and data research.

Years ago it was difficult to learn a foreign language because the student could not easily practice what they learned or reviewed or correct their mistakes at home. Everything was based only on what the teacher said, and sometimes the teacher's accent could make it difficult to understand when a different teacher or person spoke or when listening to a native English speaker. Recently students do not have to wait to study a foreign language only in the classroom or with the teacher to make faster progress technology is helping the students' progress.

A regular classroom does not cover of the needs of the students they also learn in different ways, some faster than others; with the use of technology teachers can help students to learn in a way they enjoy, help them to more easily understand and allow them to repeat has many times has necessary for a better understanding of the new language. The number of students in a classroom affects the learning process since the group has to be studying the same topic, and progressing at the same learning speed without leaving anyone behind; with online learning options some students can take more time to practice and learn at their own convenience whenever and wherever they want after school hours by using multimedia, videogames, tablets with practice programs that can be suggested by the teacher.

The web has proven to be very helpful when learning a new language, it opens up a variety of options for activities and programs designed to develop students' skills, with a variety of successful programs, most of them at no cost. Those who want to learn a foreign language can do it in their houses they just need an internet connection and a laptop, or their cellphone or an mp3 also teachers can monitor and follow students' progress; some of those programs can evaluate students, allowing them to know how they are doing with the language. There are different activities that the students can do online like listening, writing, reading and also

speaking by recording their voices and using software to check whether the student is having good pronunciation in the target language. Students can also keep track of their progress.

It is important to use a variety of teaching methods, and students must be allowed to use technology; we as teachers, should be able to engage students in an exploratory learning experience designed to stimulate thinking. Technology has changed the way teachers teach in classrooms and has made our jobs easier. Both teachers and students enjoy these knew tools. The essence of teaching and learning is to help learners acquire knowledge and use the knowledge they have acquired to create other knowledge. To instruct someone is not a matter of getting him to commit results to memory. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge (Brunner 1966).

Technology has a positive impact in numerous ways it has become an important part of today's learning with new apps, programs, and tech tools. It has enhanced the time learners are exposed to the target language and has given students access to authentic materials and native speakers also can give us the autonomy to learn a language. According to Anderson and Borthwick, evidence shows that "participants whose technology instruction was integrated in their methods course reported more frequent use of technology for both teacher productivity and student projects during both teacher productivity and students' projects during both on-campus courses and their first year of actual classroom teaching" (Anderson & Borthwick, 2002).

The use of mobile technology is growing quickly, and mobile learning has a lot of potential. It is fun, and can be used with it in many different mobile devices like mp3, cellphones, laptops, etc. and these devices can be used anywhere and anytime; they can even be used while doing something else. Mobile phones represent a very helpful tool when properly used. Mobile devices are available to access the internet, send or received data, run software and

multimedia programs enhancing language learning. Mobile technologies support language learning in different areas such as pronunciation practice, listening skills, vocabulary learning. Some of the advantages of using mobile devices are that we have personal, authentic, real, informal and continuous access to the learning. Mobile learning has been more useful outside of the classroom with activities that enable learning more directly connected with the real world.

When learning listening in a new language, comprehension is very important and the authenticity of the material is crucial. Authenticity implies real language, and is hard to understand when learned from non-native speakers; listening is one of the more difficult language learning tasks and successful listening skills require time and a lot of practice. Podcast can be used as a tool to enhance our listening skills; podcasts are part of novel online learning experience and can be used for different purposes, to enhance the English language listening practice material and to increase connectivity with the target language and the learner. Podcasts have given language learning a wealth of materials for teaching listening skills. But podcasts are not the only way to enhance our listening and speaking skills YouTube has become another powerful tool when learning we can watch the action, listen to the people, pause the videos and rewind them as many times as needed; actually, students and people are also learning by listen to music, and we can save our favorite songs in our cellphones, watch the videos, play them many times and enjoy them with the help of technology; we can have a video conference with people on the other side of the planet and interact with them in the target language. The best way to learn a language is by using interactive, authentic material. Computer technologies and the internet are powerful tools for assisting these approaches to new language learning.

Chapter Two: Literature Review

In the foreign language learning process, I would like to say the most important language skills are listening, and speaking they are the first skills we learn at home with our parents and relatives, later with friends and people around us. Mass media and technology are changing the way we listen, speak, and interact with others. Currently we are interacting more with technology than people. We like listening from electronic devices that surround us and are part of our lives.

The word listening is used in language teaching making reference to a complex process that allow us to understand when someone speaks (Carter & Nunan, 2001). Listening is not only a skill area, it is also a critical means of acquiring a second language. Listening is how we process language in real time using pacing, units of encoding and pausing important to a spoken language (Carter & Nunan, 2001). Listening began its' important role in language teaching during the late nineteenth century, when linguistics looked to create a psychological theory of child language acquisition and apply it to the teaching of a second language. The spoken language became the definite source for and means of foreign language learning (Carter & Nunan, 2001).

After listening the second skill is speaking, when speaking in a foreign language it involves the development of a particular type of communication skill some of those processes needed in speaking differ from those involved in reading and writing. Speaking has occupied a peculiar position; in the last two decades it became important in teaching the language skills (Carter & Nunan 2001). When we pronounce words we need the production and perception of significant sounds of the language in order to achieve meaning in contexts of language use,

including the production and perception of segmental sounds, of stressed and unstressed syllables, and of the intonation.

Speaking is one of the most difficult skills when learning a new language, it takes time to produce a sound and make it sound like the intonation and sound that we want to create. Speaking plays a central role in our personal and social lives we project our identity through the way we speak. We also indicate the membership of a particular community; our speaking is responsible for intelligibility, whether or not we can transmit our meaning. Listening is an active activity we need to be receptive to others, which includes paying attention to explanations, questions and opinions even when listening to radio, music, TV news, we are active. Active listening is part of our intrapersonal communication in which we pay attention to our own thoughts and ideas (Gebhard 2006). To understand the listening process, we have to take a look at babies, even at unborn babies in the womb.

When babies are in the womb they can listen to different sounds and starts creating and developing speaking skills by listening to all surroundings especially their mother (Gebhard, 2006). Mothers create a connection with their babies, and mothers start connecting babies to technology (Gebhard, 2006). Babies first listen to the things that mothers like to hear like, music using radios, cellphones, videos on the TV, computers. Technology can create a connection with babies and different languages as an example when the mother's native language is Spanish, and she likes listening to music in other languages like English or French (Gebhard, 2006).

As the fetus grows inside the mother's womb, it can hear sounds from the outside world and can understand them and retain memories of them after birth, according to different and new research (Skwarecki, 2013). For some people, it is hard to believe that fetuses can listen to speech within the womb, but the sound-processing parts of their brain become active in the last

trimester of pregnancy, and sounds can go well through the mother's abdomen; he or she can hear the rhythm of speech, rhythm of music, and many other different things. Newborns can recognize the theme song from their mother's favorite soap opera. Recent studies (Skwarecki, 2013) have expanded on the idea of fetal learning, indicating that newborns have already familiarized themselves with the sounds of their parents' native language. Once they learn a sound, if it is repeated to us often enough, they form a memory of it, which is activated when we hear the sound again. This memory speeds up recognition of sounds in the learner's native language and can be detected as a pattern of brain waves, even in a sleeping baby (Skwarecki, 2013).

Playing music or different language recordings to the baby while in the uterus does not mean it will help the child develop; there is no solid evidence that everyday stimulation different from the normal sounds of daily life will offer any benefit to the baby. Playing sounds to the fetus with speakers close to the belly could be risky because of the overstimulation of the fetal ear and a rapidly developing brain. Regularly interacting with the fetus can help the baby develop easier language understanding, but overstimulation can be harmful (Bienkowska, Mitas & Lipowicz, 2016).

From the moment of birth, the child is continually processing the language around his or her world. Before the child produces his or her first words, he or she has been processing the sounds, rhythms, basic words and grammar of his or her mother tongue. Language acquisition goes beyond learning to produce words, grammar, or conversations. Children become socialized through interpersonal interaction, and there is where language plays an important role. Learning a language can vary depending on the child's differences. One child may produce their first word

at nine months and another may not say anything until sixteen months or beyond. (Karmiloff & Karmiloff-Smith, 2001).

When learning a language, the acquisition begins in the womb and continues through childhood, adolescence and beyond. During this long period of acquisition, the learners face different changes in the mouth, throat, and larynx to produce some specific sounds of their mother language, and later the complexity of producing and understanding long narratives, children's language capacities go through several changes (Karmiloff & Karmiloff-Smith, 2001).

From the early weeks of the fetus around week twenty, the hearing system of the fetus is sufficiently developed and enabled to begin processing some sounds that can go through the amniotic liquid hearing some gurgles and grumbles from the mother's body also with the constant rhythm of her heartbeats, providing auditory stimulation with some filtered sounds of language. After 24 weeks, the fetus pays more attention and time to the processing of the linguistic sounds, growing familiar with his or her mother's voice and the language or languages that she speaks, also with the intonation of sentences and rhythm patterns of those words (Karmiloff & Karmiloff-Smith, 2001).

When learning a second language, we have to understand how our first language acquisition works, also it is important to understand that it takes time to learn a language, and there is no need to rush, it takes time, and we have to be patient in our process of learning a second language. During the first year of childhood, it is easier for them to learn a new language, and it is better when the child can be exposed to more than one language because the brain is growing and acquiring all this information to be processed. There is no differentiation of the languages when the child is learning languages are part of communication, and they cannot differentiate the languages they are communicating in the language that is being asked or being

part or is taking conversation not been conscious of the language used later they will become conscious of it, to switch and jump from a language to another. Language learning follows different patterns depending on when we start. A study conducted by Birdsong and Archibald 2007 and his team found that if second language acquisition begins at age five, it follows a different pattern than when a second language learning starts at the age twenty-five or age fifteen.

Listening is probably the first skill between listening and speaking skills we have to listen, and it will develop automatically through the exposure to the language and the practice of grammar, vocabulary and pronunciation. Listening is the primary skill in the sequence listening, speaking, reading and writing, at the same time provided only practice of dialogues. The use of listening in everyday life is surprising. An individual is engaged in communication approximately 9% is writing, 16% reading, 30% speaking, and 45% to listening. Contemporary society has change from printed media towards sounds, and people needs to develop a high level of proficiency in listening (Hedge, 2000).

In the listening process, we use our knowledge of the language and our ability to process acoustic signals to make sense of the sounds when a dialogue comes to us; we use information in the speech to try to comprehend the meaning, we divide the dialogue into identifiable sounds and impose a structure on these on terms of words, phrases, clauses, sentences, and intonation patterns, and we use clues to infer meaning from the developing speech; during this process memory play a crucial role, echoic memory enable us to hold word sequences for only a few seconds, and initial analysis of the language is possible focusing on key words or pauses or other significant features (Hedge, 2000).

When learning a new language listening and speaking are the skills necessary to communicate and that is why we use language to communicate; communicating with others is the purpose of a language. Learning listening and speaking is not that easy and takes time and it gets harder when growing up, that is why it is better to learn languages at an early age. To learn a new language, we can use technology. One of the good things about technology is that there are a variety of tools to use, and also, we can interact with real material via technological tools. The use of technology is growing in the classroom in the last decades. Education is experiencing an increase in classroom technology demands (Martin, 2011). Using this technology allows to interact with native speakers in the target language.

A listener must comprehend ideas being conveyed orally; if the person is merely hearing sounds without understanding, listening is not occurring (Valmont 2003). Many second language learners can make themselves understood, but their speech is sometimes either socio-linguistically inappropriate or non-idiomatic the efficiency in communication is also affected by the hearing-listening process as the message passes from sender to receiver (Heinich, 1996). Even advanced learners with no difficulties in communication may still find it hard to express ideas at the same phonological, lexical, syntactical and discourse levels as native speakers do. Students who are working on their communication do not have trouble finding resources, but teachers can have difficulty motivating students to practice and develop their speaking skills students do not spend time or effort trying to improve their speaking; students do not always get enough speaking practice in class. Sometimes this is because there are directions, explanations and questions to address during class, resulting in the teacher speaking more English than the students. Much of the work students do involves memorization and rehearsed dialogues the dialogues students' speech will sound like real but it is not a spontaneous conversation taking

place. Students want to listen to the teacher and not to other students talking in the target language. Also when a lesson involves listening activities using website material, the listening tools were not created with the purpose of teaching (Richards, 1998).

The invention of electricity revolutionized instruction by allowing the use of radio, television, films and overhead projectors when learning a language. Technology is broadly defined as changing the world to solve human problems (Britton, Long-Cotty, & Levenson, 2005). Students need to become technologically literate to enhance their lives in our technology-dependent world and for the wellbeing of our society. Technology education not only encompass how to use computers, other technological devices, and teaching software, but it goes beyond such educational technology. The technology in education has its roots in industrial arts, but it has evolved toward something bigger, and richer. (Britton, Long-Cotty, & Levenson, 2005).

Technologies are physical things, they do no communicate themselves; media, however are means of communication that require a source of information, a means of transmitting information, and a receiver, that is someone, who is interested in, has access to, and knows how to interpret the communication (Bates, 2003). Most of these technologies can be definined as educational technology as “all the components of an integrated system for appropriate using tools and equipment for educational purposes” (Bates 2003). Technology is something that is integrated into teaching and learning; teachers can use it to improve the effectiveness of instructional strategies and increase student motivation and students can use it as a communication and learning tool which can promote the learning (Kauchak & Eggen 2008). Educational technology is about using technology in the education of students, such as employing computer programs, the internet, calculators, etc. (Goldman, 1999). All students should be educated in technology because technologically literate students will lead better lives

in today's world. The impact of technology can be seen in every aspect of our society including entertainment, leisure, and work (Goldman 1999). Currently we need people with technological skills and language abilities because we are living in a globalized era and the use of technology is needed everything. There is a demand for people with technical skills, and this demand is related to education. There is evidence that shows strong positive relationships through the last century between the utilization of new and more capital-intensive technologies and the employment of highly educated workers (Goldin & Katz 2008).

One important use of technology is to bring interesting and real-world situations into the learning process, for example videos allow students to form more accurate mental models of the different situations that can support listening comprehension (Goldman & Williams). Interactive videos allow students to scan the video rapidly when they need to locate important information, and also to listen again for a better understanding. By controlling the audio, a person can repeat portions of the video several times with the same intonation and enthusiasm as the first time it was said (Goldman & Williams 1991).

Multimedia activities can help us enjoy our learning, music and songs lead naturally to language-learning activities involving different mediums. Pronunciation and intonation are easily assimilated through songs in the target language; working with popular music may include listening to interviews with the singer on radio or TV, watching music videos or singing with an MP3. This allow us to repeat the song and learn the words. When playing a video, we can listen to the audio and try to figured out the situation without watching it and focus the attention on the audio; also, we can pause the video and think about the situation, the vocabulary in the image, and the dialogue used, recreating the situation and the speech (Rivers 1987).

Everyday teachers are getting in touch with some new technologies, which join lessons with English teaching. As the conventional teaching method such as the marker and talk method seem to be outdated, the modern technologies can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. It is a need to integrate modern technologies to upgrade the level of English teaching. The new technologies relax the mind of the students to get into the subject with full involvement rather than a difficult task to do. New technologies in language learning by multiple intelligence and mixed abilities replace old methods of teaching.

Technology can stimulate students and immerse them in a variety of scenarios. Technology gives student a chance to engage in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. Getting feedback by an application or software offers additional value by its ability to track mistakes and link the student immediately to exercises that focus on specific errors and a qualitative feedback is very important.

Internet is a commonly acknowledge term and is used by people through the world. Students now use internet in the classroom to learn English. Online teaching inside the classroom seems to be interesting and makes the students to find out interesting applications for them. There are a number of entrances onto the network known as the internet. One is through email but the one we are going to use is the most popular way to locate many types of information and is through the World Wide Web (www) or well known as the web. The web is an attractive way to access information available on the internet. In today's increasingly multimedia-enhanced web environment, that information might be audio or video and by clicking on a link you can access any website with a variety of information. A website is a collection of a number of web pages at

one address location introduced or organized by a homepage. An image or icon provides a hyperlink between web pages and it allows you to see additional information on just exactly what you choose. (Bitter & Pierson 2005). On the web there are lots of resources to look for, also there are ILSs (Integrated Learning Systems) that offer schools instructional and management features and methodology. These software compilations are expensive and are designed to be aligned with national or district curriculum goals.

On the web we can find a lot of material, and information that we can use for personal learning and as a complement to our studies also, if we put effort and dedication into studying our second language the web can be really helpful in learning a second language, and to reinforce information and material already learned also, it can be used as practice tool. There are so many websites but it takes time to find those that can really help us with our goal.

With a variety of topics and real situations ESL party land (www.eslpartytown.com) is designed for ESL students and teachers there is a student section and a teacher section. Students can find a variety of interactive quizzes, discussion forums, a chat room, interactive lessons on a variety of topics, reproducible materials, discussion forums, ideas for communicative practice activities, a job board and links. The internet also has websites with stories, directions, music, audio news, and music. Students can listen to video clips from upcoming movies and do much more. The international listening association (www.listen.org) whose purpose is to promote the study, development and teaching of listening and the practice of effective listening skills and techniques. Midi karaoke (www.geocities.com/brodway/3386) can be used to listen to music and sing along. The lyrics are there to help you listening while you are reading. TED talks (www.ted.com) are online talks which range from relatively informal, high interest stories to highly academic, lecture like presentations, and this site is easy to access. Using its variety of

topics and the interesting content TED talks have been shown to motivate second language learners when watching the videos and reading the captions for a better comprehension (Vorholt, 2019).

Curiosity and critical thinking need to be promoted. Most of the time students are only in touch with the teacher; but we can find some other people outside the classroom, even people in other cities or countries who learners can speak with, who speak English as a second language, as a foreign or first language there is a way that we can contact them and interact with English speakers. The idea is to use Face Time or Skype with people in different countries, asking simple questions, we can reach some people asking friends, colleagues, or acquaintances to be able at certain time and answer the call.

Using a cellphone, we can create our own videos which can give us an idea about how our English learning is going and to check our progress. Through video recordings we can ask an English speaker to listen to our video and give us an opinion about our speaking. The audio feature on smartphones today provides learners with an efficient and effective tool for capturing learner speech and a facilitated means of sharing those speech samples. People all over the world are regularly viewing viral videos and sharing the links with friends on various social networking sites. Studying those videos is beneficial for English language learners in a number of ways. These entertaining online commercials can enhance students speaking, pronunciation, and listening abilities. Also, watching these videos can foster ELL's critical thinking skills.

Podcast is another fun way to learn and practice English, we can access different websites with free trials and there are others that are free at all and we can enjoy the listen of the story while reading. Also students can generate podcast and enable students to use and practice English outside a classroom as many times as we want and at our own pace. Listening to other

student's podcast provides listening practice, and collaborative podcasts allow students to practice conversing and conversation strategies outside the classroom. Podcasts can be uploaded or downloaded, this audio help the learner familiarize with the target language and teachers can use them as useful audio material that can be used in class or outside school for activities like discussions. In the web there are even particular podcasts that are for foreign language learners and those can include pronunciation for particular needs of students.

Mobile devices have been integrated into learning for the last years. Learners can use apps on their smartphones or tables to practice and improve their skills. Learners interact with apps independently, in pairs or in groups, you can receive instant feedback with the help of mobile apps, Sounds (the pronunciation app), or ELSA (speaking) are examples of the apps that can be used for that purpose.

Movie video is one of the media which can be use in language learning, YouTube (www.youtube.com) is a popular site which allows people to upload videos, watch them and comment on them. Many of those videos can be use with educational purposes, also we can find music, our favorite songs with lyrics, listening a song while reading its lyrics can give us a great help when listening is our main goal. We can look for instructional videos, and videos from other students helping people learn easier and faster English in a fun way.

Thesis chapter three: Project Design

This chapter, intend to demonstrate how to enhance our listening and speaking using different technology tools, applications and take advantage of the social media that people are already using also, the chapter will explain why listening and speaking are before reading or writing also, find how all these applications and tools can be used for good, fun, and faster learning.

Listening and speaking are significant language skills to develop in second language learning. Despite their importance, language learners consider listening and speaking as the most difficult language skills to learn. Listening comprehension and speaking have been repeatedly emphasized, many teachers do not pay enough attention to their importance in classes, listening and speaking comprehension are important language skills to develop (Gebhard, 2009).

Information technology has opened up prospects for rich and innovative approaches to tackle educational issues and provide solutions to the increasing demands for learning resources. The explosion of social media platforms in recent years, as well as the proliferation of technological devices through which to communicate, has revolutionized the global social sphere in the last decade. Language learners want to understand target language speakers and they want to be able to access the rich variety of aural and visual text available today via network-based multimedia, such as online audio and video, YouTube, podcasts, online games, blogs. Furthermore, listening and speaking are the heart of learning a second language learning; and the development of listening and speaking skills make a beneficial impact on the development of other skills (Shelly, G. B., Gunter, G. A., & Gunter, R. E. 2010).

Technology and mobile devices have become part of the students' lives. Students spend a lot of time using smartphones and technological devices daily. People who work with technology software developers and teachers have started to develop and incorporate different applications to promote teaching and learning. Using technology requires effective instructional techniques in language learning. In the present and future foreign language teachers and students have to deal with the use of technology when learning. Teachers are feeling the pressure to effectively integrate technology with the curriculum (Valmont, 2003).

Educational tools like podcasts are becoming common when learning a second language while listening to recorded lectures can allow students to review during leisure time and can be especially useful for students of a second language (nonnative English speakers). Podcasts can help to arouse interest or curiosity in a new topic help to serve as an organizer before presenting a new topic. A podcast can be used to provide learners with samples of real speech and other authentic materials. Podcasts could be used as a supplement to textbook materials, a source for authentic listening materials, a way for students to gain information on specific aspects of the language such as idiomatic expressions or grammatical constructions and as a way for students to communicate with each other in other countries (Vorhold, 2019).

Podcasts are produced by teachers or native speakers and focus on understanding real speech, pronunciation and grammatical constructs in different forms of scripted dialogues, interviews, news, stories, and academic lectures also in entertaining forms of speech such as songs. Many of the material can be printed and used to read as the student follows along with the audio (Vorhold, 2019).

Technology can bring the real world into the classroom via multimedia supports. Laptops, Internet, cellphones, by nature, provide more opportunities for authentic input and

interaction and can contribute to second language learners' communicative ability, which is a primary target in second language learning. YouTube is a video-sharing website that allows users to upload, view, and share video clips that offer access to new and dynamic opportunities for effective and non-traditional teaching and learning. One of those non-traditional learning methods is learning while sleeping. During sleep and listening to the target language sentences, some of the memories can improve our learning our brain remains active during our sleep and can get some of the learning. This a method that needs more deep explanation but now it is just mention, and to motivate to try it and see what happens there are many listening videos while sleeping posted on YouTube, people will not wake up speaking in the target language but it will help for a better understanding, listeners will get familiar with the language in an unconscious way. It has been suggested that sleep may play an important role in language learning possibly due to its beneficial role in memory consolidation.

There are applications that can be installed on cellphones or tablets to learn English as a second language like Duolingo, Hello English, Lingbe, Memrise, Busuu, Awabe, learn English daily, Beelinguapp, and many others. Some of these applicationss need to be used with a little understanding of English, but there are some other that students can start learning from cero one of those is Duolingo, it uses interactive games, the application focuses on helping you learn verbs, phrases and sentences and advance learners can improve their language by writing, speaking and vocabulary lessons. Using the applicationss and technology can help students learning process, including students with special needs and help teachers with their lessons to make them easier and fun.

Chapter four: Project

This project is based on the most important language skills listening and speaking. Learning listening and speaking skills in a second language are the most difficult tasks for any learners because there are no rules as there are in grammar. Listening and speaking skills can be acquired over time with lots of practice, however listening encompasses receptive, constructive and interpretive aspects of cognition, which are utilized in both first and second languages. Listeners and speakers do not passively absorb a message, but actively reconstruct it in their minds (Gebhard, 2009).

Second language learners are well aware that listening and speaking activities in English for Specific Purposes are active and demanding processes of selecting and interpreting information from speech and visual clues. However, what is known about the listening and speaking process basically emerges from research on developments in native language. In listening and speaking, there are several major steps which include determining reasons for listening and speaking, predicting information, attempting to organize information, assigning a meaning to the message, and transferring information from short-term memory to long term memory.

Important features of the listening and speaking processes is that much of processing of incoming information takes place during the pauses in speech. Pauses in natural speech allow students to gain processing time. Furthermore, much of comprehension involves drawing inferences. Characteristics features of listening and speaking are a creation of mental messages

which are store by learners. This phenomenon is known as a false recognition memory (Rivers, 1992).

The project will show how to enhance our listening and speaking skills by using tools and applications from the internet. The use of technology will help teachers and students to find easier and more comfortable ways to improve those skills any-time, anywhere through tools like cellphones, tablets, computers or MP3s. Any device that can be used to listen or watch can be useful for this purpose. There are different materials, and some applications are commercial and have to be purchased, but this project will focus on those that are accessible to everyone without paying, including those that we can login and download or watch for free, called authentic materials. All that is needed is a device, a cellphone with smart software, a tablet, or a laptop. (Wang, 2005). Authentic materials include anything that is used to communicate like TV commercials, cartoons, news, movies, radio news, audiotape stories, songs, home videos, documentaries, etc. (Barret, 2000).

There are both advantages and disadvantages when using authentic materials and media. One of the disadvantages is the time and effort it takes to find such material and, making it comprehensible to students, as students tend to focus more on content and meaning than on language. Still, authentic materials offer a valuable source of language input and exposure to the target language, and not only by the classroom teacher (Hamada 20015).

Technology has changed our way of living and how we see the world. Education and technology are now together for good and it is possible, though the use of the internet, to take advantage of different tools and applications that are available to find almost anywhere at home.

Listening is an active activity and we need to be receptive, which includes paying attention to explanations, questions and opinions. Active listening is part of our interpersonal communication in which we pay attention to our own thoughts and ideas. There are two distinct processes involved in comprehending spoken English: bottom up processing which refers to decoding a message that the listener hears through the analysis of sounds, words and grammar; and top-down processing, which refers to using background knowledge to comprehend a message (Gebhard, 2009).

An important issue in listening comprehension and speaking is authenticity of listening and speaking materials. Authenticity implies real language, native speakers which is the hardest to understand, because no concessions are made to non-native speakers. Language is unlikely to be simplified or spoken slowly. For students, authentic materials mean sometimes difficulties to understand the language. When students listen to unfamiliar speech what they hear is just continuous sounds. One of the most difficult tasks for any teacher is to teach listening and speaking skills because to be successful with those skills requires time and lots of practice (Rivers 1992).

Learning with technology has a rapid pace of development in learning. The demand to use technology in English learning and the need of learners to use a foreign language using authentic material is increasing. Mobile devices and technology makes learning possible in an easier and more convenient way without time or space limitations (Oxford, 2009). Students can take the advantage of using mobiles in their spare time to learn English when and where ever they are. Students can listen to radio programs on their mobile phones while moving from place to place on the street this facilitates to incorporate foreign language into real situations expanding the learning outside the classroom.

Techniques for Processing Authentic Video Materials:

Silent viewing: Students view video material without sound to consider what is going on and guess what speakers are doing and saying.

Sound track only: Students hear the sound track without the picture and speculate on what speakers look like, the settings, and the location.

Beginning only: Students view the beginning of a sequence, then predict what will happen next.

Ending only: Students view the ending and consider what happened earlier.

Split viewing: Some students view the material without sound. Others listen without viewing. Groups come together to create an understanding of context and content.

Complete the script: Students listen and watch and then complete a script of the dialogues presented on the video. They, then discuss the answers given; before playing the video to check and correct.

Acting: Students act out using as much information orally as possible from the video.

Vocabulary building: while watching the video students can write down words that seem interesting to them, are not comprehensible, or which help to summarize the story.

Describing main points: Students can be asked to describe the main points discussed in the video.

Asking questions and sharing opinions: After watching a video, students can discuss, ask questions or share opinions and their point of view according to the video.

YouTube as a learning tool

YouTube is a common place to look for videos for entertainment, instruction, information, and more. YouTube was created by three former PayPal employees in February 2005. The site allows users to upload, view, rate, share, and comment on its available contents which includes video clips, TV clips, movie trailers, and other items, such as video blogging, short original videos, and educational videos. This video-sharing social network provides not only countless hours of exposure to spoken English but also a resource to develop listening and speaking skills among language learners (Watkins, 2011).

YouTube is an awesome second language learning resource basically for three reasons:

- The variety of learning materials. Basically, it is possible to find anything on YouTube. It is possible to find English resources that fit the level that you want, the study needs, and your interests.
- The free access. Not all videos are available to the public, but the majority are. YouTube videos made for learning tend to be totally available for free. You can also find access to videos from English language channels like Sky News, BBC News, CNN and HBO and more.
- The flexibility to learn whenever you want and wherever you are. There is no need to go to a physical location for a class. Having an internet connection makes it possible to watch the videos (Bakar, S., Aminullah, R., Nirlawati, J., Ismail, N., & Razali, A. 2018).

Some of the videos are located on channels that are available to explore and learn from. It is possible to find a variety of videos that help us improve pronunciation and here is a list of some of them that can be used to practice:

Rachel's English (American English pronunciation)

BBC learning English (British English pronunciation).

Some examples to improve your listening using YouTube videos are:

National Geographic: the topics are interesting like science news, exploration, and adventure. The videos provide an educational focus while also encouraging viewers to care about the planet.

- The Ellen DeGeneres show: here we can find interviews of celebrities, newsmakers and ordinary people. It allows people to learn conversational English by listening to the interviews.
- StoryCorps: here we can hear recordings of stories. It is helpful in becoming familiar with different American accents, and it is also easy to follow people's stories with the help of subtitles.

Some other examples of YouTube channels to learn English are:

- EngVid: English videos each channel is run by a different English teacher, the channel includes: grammar, idioms, pronunciation and vocabulary.
- FluentU: It has English language lessons with vocabulary and grammar and subtitles.
- Britlish: British English, it is important for English learners to be exposed to different accents. There are some more other helpful channels to consider like: KidsTV123, mental floss, langfocus, GEOgraphy focus, crash course.

YouGlish:

It is a tool that allows one to search through the YouTube database to find how different people say a word of your choice. YouGlish gives the flexibility to check the pronunciation of whichever words you want to learn and hear them by real native speakers, in context.

TED Talks: (www.ted.com)

TED talks videos is another resource for learning. There are several speech videos with great ideas that can be used to develop speaking skills. For teaching English as a second language, TED talks videos provide ample opportunities to develop and refine students' English speaking and listening comprehension abilities in an engaging and informative way. There is an emphasis on informing, educating and opening people's eyes to new ideas, making them perfect for the classroom. Students like these talks as well. TED talks provide an engaging context from which students can improve their English. There are thousands of videos to choose from, so there always be something interesting. They can help students improve their listening skills and pronunciation also, vocabulary, grammar, and writing. TED talks has a very useful tool, which is that they have lists of their speeches based on their different categories, topics, and duration. In addition, almost every talk is subtitled in different languages, including English, making it a good tool for ESL students at all levels of English (Vorhold, 2019).

Teachers can find lots of activities using TED talks and create lesson plans as well. There are some lesson plans already created with exercises for different videos to be used in the ESL classroom. There is a website created by teachers with different resources which use TED Talks' videos (https://ed.ted.com), with ready to print lesson plans and online activities.

Podcast:

Podcasting has recently become very popular and is an innovative approach to teach listening and speaking skills which emerged due to the technology developments. The term podcast made its appearance on 2004, and it means the publishing of audio materials on the internet. The word podcast is formed from the words: iPod and broadcast. Podcasts are online audio and video files which are usually uploaded at regular intervals. Audio files available for downloading and other means of online listening have been around for some time. Podcasts differ from other ways of delivering audio materials online by the opportunity of downloading content automatically.

Listeners can download the podcasts they like and transfer them to devices such as MP3 players, iPods or cellphones. ITunes is considered as one of the best pod cast platforms. Listeners do not need to visit every website frequently for new podcasts episodes. Instead they can find a big collection in the iTunes store. However, the term podcast has been extended in some popular usage to include most downloadable sound files on the internet (Kim, 2013).

There are many types of podcasts such as television podcasts, radio podcasts, classroom podcasts, and individual or group podcasts. Podcasts can be used in traditional education, like for giving students access to news, but student-spoken podcasts and guests lectures would help students develop listening as well as speaking skills by producing them. English learning podcasts can be utilized in listening activities and can motivate students to listen to English. They provide students with excellent exposure to native speaker's speech (Shelly, G. B., Gunter, G. A., & Gunter, R. E. 2010).

Podcasting offers students possibilities for more and more listening practice not only inside but also outside of the classroom and at the convenience of their own time. At the same time, there are various types of podcasts on the internet targeting different audiences. The podcasts offer all kinds of interesting topics which students can browse through. Some of them even provide transcripts for students to read. Many available ESL podcasts are produced by language teachers or native English speakers interested in teaching English, and they are focused on understanding real speech pronunciation and grammatical constructs, or more entertaining forms of speech such as songs or poems. Many of the podcasts contain printable transcripts for students to read as they follow along with the audio. Some of the podcasts will feature a dialogue or similar content at a slower rate followed by the same content read at a faster rate of speech (Kim, 2013).

VoiceThread:

Voicethread is a web-based tool where students develop critical thinking, communication, collaboration, and creativity skills. The application allows you to create multimedia slide show presentations with audio or webcam narration. Teachers or students upload pictures, video presentations, or documents into the online collections that looks like a slide show, but after the media is added teachers and students can add comments on the work, such as asking questions and answering them, giving opinions and ideas. In this way, it facilitates online discussions. Voicethreat is not totally free, but one can create three Voicethreads with up to 50 slides, or when using a mobile device, one can create up to five. Finally, individual accounts for students can be created, allowing even more Voicethreads to be compiled.

Facebook – **Edmodo:**

If you like Facebook but do not want to use it for several reasons, Edmodo is a viable alternative. Often referred to as the "Facebook" for schools, Edmodo is basically a social media platform that allows you to create a digital classroom where you can post assignments, announcements and interact with your students, as well as ESL teachers, located across the globe. Edmodo is a safe tool with stringent privacy settings allowing students to communicate with each other. The only people that have access to the class page are your students. It is free and very easy to set up. You can find more information at www.edmodo.com/about/ . Do not forget that there are some rules when using social media. Sometimes teachers have to get parents' permission to use these platforms. In addition, teachers have to set rules for the use of social media, and the most important rule is that there is to be no bullying.

Edmodo can be use the same way as Facebook, but here are some ideas on how to use it:

- Post a question to generate discussion from students, while encouraging students to comment on each other's posts too.
- Give the students a link to an article and tell them to comment on it. Provide articles about the topic you are discussing in your class.
- Upload videos with comprehension questions for students to answer for homework. Students can work in groups and post their answers to a group. Students could also come up with additional questions for other groups.
- Students can create podcasts and upload them. They can then invite others to comment.

Flipgrid:

Flipgrid is a video discussion platform where teachers post questions and students answer in video format. Classmates can view and reply to each other's videos, and the teacher can reply publicly or privately to an individual student. Flipgrid is helpful in encouraging students in the classroom to speak out, including shy students. Students can practice recording complex, academic answers and overcoming the awkwardness that involved in speaking directly to a computer instead of a person. When starting with the platform teachers should ask basic questions for students to answer while the students get familiar with using the video recording software.

Most of the software, applications and platforms that we can find on the net are based on the same, watching videos, video recording and voice recording. The following are applications that people can use in their cellphones, tablets or computers when learning a second language, without the intervention of a teacher. These applications help students to become better at the target language through individual practice.

Duolingo: uses interactive games to help people learn languages including English.

Hello English: covers all aspects of language learning, including vocabulary, translation, grammar, spellings, spoken and reading skills.

Lingbe: it's a community-based application where people help each other and share their native language. It connects you with real people on call that are native in the language you are looking to learn.

Busuu: created by native speakers in the community. Works as a social media platform, people can chat and share their experience.

Awabe: helps to learn common frases and vocabulary. The application offers translations, audio and video lessons also, includes games and daily tests.

Learn English Daily: a simple approach to learning English by listening and speaking narrated by native speakers.

Beelinguapp: uses audiobooks to help you learn different languages.

English Speaking Practice: helps to improve pronunciation and create confidence to have a conversation in English.

Mobile technology represents a revolutionary approach to education. In recent times mobile devices have been steadily incorporated into learning. The broad use of smartphones and different transportable and Wi-Fi gadgets has impacted the traditional teaching method and learning process. The used of these devices have led to different mobile applications in English dedicated to language teaching. Different applications are available for learning to download and the easy access to the internet. Learning software and material can be accessed easily anywhere and everywhere when having internet access. Everyone has their own handheld mobile devices. Using these devices, students can interact with people from anywhere in the world (Barret, 2000).

Mobile stands for mobility or the ability to move freely and easily from one place to another, and mobile learning refers to the implementation of mobile devices in any branch of study. The English-learning applications available in the application stores are many and choosing the right one will be exhausting. These applications can be classified into three categories: kids, teenagers and adults also free and with cost. This project is based on those which are free.

Vlogging:

This is a spoken activity that can be done by any student no matter the level of conversational proficiency. It allows for regular and extended speaking practice. Vlogging is short for video blog, and blog is short for web log. A blog is an online diary, and a vlog is the same thing in video form. There is a considerable number of vlogs on YouTube, and students can be directed to them for extensive listening practice. Creating a vlog helps students to keep track of their progress speaking before a web camera for a limited period of time. They can be encouraged to watch and evaluate their recorded statements before posting, and then listen to their classmates or teacher (Wang, 2005).

How to make a vlog: first decide on the topic, create a YouTube channel, record the video, and finally upload it. Some examples of vlogs to watch are JacksGap with adventures around the world, Joey Graceffa with crazy cooking experiments to fun tech gadgets and more, Grace Helbig with fashion reviews and pop culture.

Technology has done a great job in helping language learning, and this is just the beginning of the age of technology-enhanced education. In the future wireless networks, videoconferencing and other multimedia-enhanced communication methods will be more popular in the language classroom. Besides, teachers should always remember that technology is just a tool, and students' learning achievement relies on appropriate and creative instruction.

Chapter Five: Conclusion

Sometimes teachers are afraid of using new technology and have negative attitudes towards using it, but not younger learners. This new generation are digital natives since they have spent their entire lives surrounded by and using computers, videogames, digital music players, cell-phones and all other tools of the digital age they grow up using technology and feel comfortable and confident with it. Teachers have to get involved with technology and new applications in order to have students involved in their learning process and new technologies.

Technology offers new ways of teaching and learning, and provide new ways for all involved in education a large part of the negative attitude towards technology comes from a lack of confidence, facilities, knowledge or training on programs. There are many benefits when using technologies in the classroom.

This project is based on my observations through the years as a teacher. Listening and speaking are the most important skills when communicating also, based on my personal experience when I came to the United States for the first time after studying English for about four years with non-native English speakers my first interaction with a native English speaker was in 1999. During the flight people spoke Spanish to talk then we had a connection and I could not understand the pilot or fly attendance announcements but it was ok I was with some other people and neither they understood what they say. The second day we had to register to the program and do some paper work, and I was by myself and the first question was: “what’s your name” and I did not understand what the person asked me, probably because of his Texan accent my anxiety or my ear was not trained to listen to a native English speaker. I felt frustrated

because I thought I was ready to use my English. It took me a couple of weeks to adjust my listening to the Texan accent and the English native speakers. The next frustrating part was when trying to communicate my ideas; communicating was hard to make it understandable took me around one or two months to make me feel comfortable speaking in English. It is complicated to have native English speakers as teachers studying outside the United States with the use of technology is easy to practice and have contact with the language in many different ways to improve it.

This is the reason why I decided to look for authentic material, and combined with technology it is a good way to learn. In my project I want to motivate teachers and students to use software and applications that can be used for self-learning or with the teacher's help. Teachers can use it to make classes and lessons more enjoyable also I want to bring classes to the next level outside the classroom. It is possible to learn outside a room and it is possible to learn in spare time whenever and wherever the student wants to.

The best method to improve listening and speaking when learning a second language is to listen and practice speaking, and even if the students are in a non-English speaking country they can learn using authentic material from the website. It is necessary to listen to different teachers and also native speakers to teach the brain to listen to different accents. Websites provide materials to learn how to comprehend the second language effectively through increasing the listening ability. I used the most common applications and free to download or watch online by the person who wants to learn.

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